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A STUDY OF SOME ENVIRONMENTAL INFLUENCES ON THE
LEVEL OF EDUCATIONAL ASPIRATION OF URBAN
GRADE NINE STUDENTS

BY



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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "A Study of Some Environmental Influences on the Level of Educational Aspiration of Urban Grade Nine Students," submitted by David Garth Bryans in partial fulfilment of the requirements for the degree of Master of Education.

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ABSTRACT

The purpose of this study was to examine the relationship of certain environmental phenomena to the level of educational aspiration of grade nine pupils in a Western Canadian urban area.

The investigation was conducted in two parts. The first subproblem was to investigate the relationship of some influences to the level of aspiration of a random sample of the grade nine population in an urban public school district. An ancillary problem was to determine measures of peer group commitment in order to examine their effect upon the level of educational aspiration. Two measures of adolescent adherence to values postulated by the literature as inherent in the teenage subculture were discovered. These were termed future-time orientation and sociability (or extroversion). These two measures, together with socio-economic status, perceived family encouragement, perceived success as a scholar, and sex were examined as predictors of the level of educational aspiration of grade nine urban students. These variables were investigated under Hypothesis 1.0.

A second subproblem was examined under Hypothesis 2.0. This was the relationship of the socio-economic composition of the school attended to the level of educational aspiration. The total population of the grade nine pupils in two schools of widely disparate socio-economic composition was studied under this hypothesis.

Statistical procedures utilized in this study were chi square, analysis of variance, the Newman-Keuls ordering of means, the Scheffe multiple comparison of means, the t test, and stepwise regression analysis.

The instrument used to measure the environmental influences upon the level of aspiration was the High School Student Values Inventory developed by Friesen, Knill and Ratsoy. The random sample consisted of 445 pupils drawn by a computer program from a population of 3,221 Edmonton grade nine pupils tested in the Spring of 1968. The Two School sample consisted of 335 pupils attending grade nine in two different city schools.

Significant relationships were found to exist between the level of aspiration, on the one hand, and the perceived success of students, socio-economic status, and sex. Measures of family encouragement, future-time orientation, and sociability were not significant as predictors of educational aspiration.

Statistically significant relationship was discovered between the socio-economic composition of the school attended and the level of educational aspiration for pupils of low socio-economic status. This finding indicated that pupils in the low socio-economic category who attended a school which was predominantly middle and upper class in composition aspired more highly than those lower class students who attended a school which was more heterogeneous in socio-economic composition.

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CHAPTER I

THE DEVELOPMENT OF THE STUDY

I. INTRODUCTION

The growing complexity of modern life demands a greater and greater degree of education and training from those who live in all parts of this world. Parents and educators, conscious of the increasing demands placed upon our youth, are concerned that today's young people emerge from the educative process as fully prepared as possible.

Society demands young citizens that can take a responsible place in its structure. Educators wish to arm the child with skills, strategies and concepts that will make tomorrow's adults capable of enjoying a fulfilled and useful life. Parents want their children to lead happy, constructive lives. All agree that more education is a necessity in achieving these aims. And yet, somewhere in the process of socializing the young, the schools lose the interest of many of the young people. Disillusionment with school leads to the dropout problem. For some, formal education becomes a tedious interval in their lives to be terminated as soon as conveniently possible.

The study of the expectations and aspirations of young people, especially of adolescents, can perhaps help society to understand wherein it might be failing to develop the expectations and aspirations that are necessary for the welfare and, perhaps, survival of today's children.

This study takes, as its theoretical basis, the concept that

only when an individual finds that an activity or an intended activity brings self-enhancement will he persist in that activity. From this basis some environmental variables that may affect the educational aspirations of the adolescent are examined.

II. STATEMENT OF THE PROBLEM

The major purpose of this study was the investigation of the relationship of certain environmental influences to the level of educational aspiration of a group of urban grade nine pupils.

The first subproblem in the study was to examine the relationship to the level of educational aspiration of some environmental influences that operated on a random sample of the total population of grade nine pupils. An ancillary problem to this was to determine whether peer group commitment could be measured through scales purporting to assess two values associated with the adolescent subculture.

A second subproblem involved the examination of the relationship to the level of educational aspiration of one influence operating on the specific populations of two schools.

III. SIGNIFICANCE OF THE STUDY

Today's urban youth not only must face the problems traditionally associated with the transitional period between childhood and the adult state but also must stand up to the myriad complications that membership in a post-industrial society implies. Not least of these complications

is the multiplicity of influences that shape the expectations and aspirations of the teenager. As well as the traditional influences of the family, the school, age-mates and non-familial adults, such modern influences as the media, the teenage subculture and many other formal and informal institutions play a part in setting the attitudes, values and goals which, in turn, determine the level of educational aspiration of the adolescent. And, all these influences are but the leaven that works the human material that each individual carries with him from birth to death.

A major problem of modern life in any country is the efficient utilization of its human resources, and added to this, in democratic countries, the fulfillment of the promise to enable each man to develop himself to the limits of his desires and capabilities. Today, education is largely entrusted with this function but education, in this country, can have only limited efficacy when there are vast numbers who do not wish to avail themselves of the opportunity of higher learning and training. Until society fully understands what makes a youth aspire to higher levels of education, little can be done to affect the level of educational aspiration of the modern adolescent. That this problem is complex and difficult has been intimated. This study was intended to add a contribution to the vast research carried out to determine the variables affecting the adolescent's level of aspirations.

IV. ASSUMPTIONS

(1) A necessary assumption is that the student's reality exists in his perceptual world.

(2) It is also assumed that since the instrument used in this study has proven adequate in prior studies of the same genre it will be suitable and effective.

(3) A further assumption is that the students answered all questions honestly and that they understood the questions.

(4) Finally, it is assumed that the data used in the study meet the criteria necessary for the use of parametric statistics.

V. LIMITATIONS

Certain limitations are always inherent in a study of human beings. There are always variables present in any individual which are beyond the cognizance of the researcher and this problem is multiplied infinitely within any group. These variables will have an interactive and independent effect upon a research problem. Also, the realm of values and aspirations is dynamic and today's firmly held conviction may, for the adolescent, be a discarded or outgrown entity tomorrow.

The study was carried out for one grade in one urban area. An extension of the study might well produce dissimilar results.

VI. DELIMITATIONS

This study is based on the responses of grade nine pupils in the twenty-seven schools participating in the study. Those absent on the day the instrument was administered did not take part. Since not all pupils completed every item the N for the tests varied slightly.

The instrument was administered during the Spring of 1968. School drop-outs were not included.

VII. DEFINITION OF TERMS

Self-concept. This term, as used in Field Theory, refers to an individual's cognitions about himself. A negative self-concept will lead to inadequate behaviour whereas a positive concept leads to adequate behaviour.

Phenomenal self. This concept includes all aspects of the phenomenal field regarded by the individual as part or characteristic of himself.

Phenomenal field. The field encompasses total personal reality. The concept includes only that which is meaningful to the individual in terms of his own unique perceptions or beliefs.

Phenomenal environment. This concept, as with the three defined above, is further elaborated in the chapter explaining the underlying theory. In brief, it refers to that part of the phenomenal field not included in the concept of the phenomenal self.

Perceived success. In this study, this term refers to a measure of the student's concept of himself as a successful scholar.

Socio-economic status. This measure refers to a classification of the social and economic status of the general population. In this study, it consists of an arbitrary division of the Gough Home Index Scale into three categories of Low, Middle and High Socio-economic status.

Perceived family encouragement. As derived from the instrument used in this study, this is a measure of the student's perception of the degree to which his family is concerned with his academic progress.

Peer group commitment. This term refers to the extent to which the adolescent is committed to the value system of the peer group. In this study, this commitment is only indirectly measured by an index of sociability and of future-time orientation.

Teenage or adolescent subsociety. Teenage subsociety may be defined as that form of adolescent group life or social structure containing definite roles which are occupied solely by adolescent members having ascribed or achieved status.

Teenage or adolescent subculture. In this study, it is assumed that adolescents form a relatively distinct but not totally separate part of the larger North American culture characterized by certain distinct and certain derivative normative patterns, folkways and mores.

Teenage or adolescent subsystem. This is an inclusive term embracing the teenage subculture and its society. It may, also, be defined as the interaction of adolescents in a separate system.

Adult society. This term denotes the matrix of social relations within which other forms of group life develop. Also, it may be defined as the set of institutions providing a framework for social life.

Level of aspiration (educational). In this study, level of aspiration is a measure of that level of education to which the subject aspires.

CHAPTER II

RELATED LITERATURE

I. THE PEER GROUP AS A PREDICTOR OF ASPIRATIONS

James S. Coleman, in his influential study of the teenage society, equivocates about the effect of the adolescent peer group upon the level of aspirations of its members (Coleman, 1961, passim). In places in The Adolescent Society he attributes college plans to the norms held by group members; in others, he explains that aspirations for higher education are due to other influences. In doing so, the author acknowledges that peer group commitment and the resultant influence of the group upon a culturally and psychologically complex variable such as level of aspiration are extremely difficult to measure (Coleman, 1961, passim).

However, Coleman's claim that the youth culture constitutes a separate society with but little contact with the outside adult society (Coleman, 1961, p. 3) implies that the normative patterns of this youth society will be strongly influential in determining the behaviour and intended behaviour (aspirations) of its members. Implicit in Coleman's thesis is that the world of the adolescent which is concerned with the glamour of athletic heroes, cheerleaders and social "wheels" is essentially present-time oriented and hedonistic. The rejection of the scholar or intellectual (Coleman, 1961, p. 248) as an adolescent hero has implications for the self-concept of the teenage boy or girl.

The adolescent who is concerned with self-enhancement, as all individuals are, would seem likely to become preoccupied with present gratifications and social success rather than with aspirations for a rather tenuous and uncertain future in our modern world.

Sherif and Sherif have conducted intensive longitudinal studies of small groups of adolescents. They have defined all aggregates of adolescents in terms of a number of individuals with like motives and interests interacting in a certain setting over a period of time (Sherif and Sherif, 1964, pp. 48-50). "Reference group is defined . . . as the group with which the individual identifies or aspires to belong." Each group is conditioned by a range of cultural and socio-economic influences that determine the self-radius and goals of each member. Thus, Sherif and Sherif, in their examination of the level of educational aspirations, attribute the appreciable difference in aspiration between high rank and low rank schools to the limited self-radius imposed on a group member by the cultural and socio-economic influences. In effect, Sherif and Sherif, imply that the limits of the self-environment of the individual force many adolescents to look to the reference group for most of the satisfactions of their needs. A paradoxical finding also emerged, in that a minority of youth of low rank who did aspire highly were far more ambitious than those from high ranking schools (Sherif and Sherif, 1964, p. 223).

Perhaps the most complete theoretical examination of adolescent society emerges in Smith's structural analysis of the youth culture as

participation in a series of informal transitional institutions which bridge the gap between childhood and maturity (Smith, 1962, *passim*). Further, Smith makes a clear distinction between the value and behaviour patterns in youth culture which are within the realm of "ultimate values and are, thus, patterned by the adult culture," and:

. . . values and behaviour patterns in American youth culture which are modifications or adaptations of adult values and behaviour, and to this extent . . . appear as distinctive characteristics. Mead calls these "immediate values" dealing with peer behaviour, appearance and dress (Smith, 1962, p. 4).

Having differentiated the two cultural streams influencing the adolescent, Smith states that the "immediate values" are "sufficiently well defined to justify dealing with American youth culture as a distinct subculture of American society" (Smith, 1962, p. 4).

The adolescent subculture is further described as having its own norms which are frequently in conflict with adult norms, and its own institutions: the monosexual clique, the heterosexual crowd, and "the date." There is, generally, a rigorous conformity to norms and a "ruthless application of informal sanctions" (Smith, 1962, p. 10) when those norms are violated.

Smith's analysis explains the rise of youth culture in terms of the failure of modern society to provide adequate culturally approved transitional socializing institutions to aid the passage of youth through the difficult period of adolescence (Smith, 1962, p. 44).

Consequently, there is a temporary withdrawal of youth from the adult culture through participation in a series of informal transitional institutions which Smith calls "youth culture." Again, the emphasis seems to be upon a youth's dependence upon peers to gain self-enhancement through social activities and present-time pleasures.

Whether the teenage peer group is regarded as a small reference group, a subsociety or an informal transitional institution, consideration should be given to examination of a possible effect upon the level of aspirations. Holtzman and Moore, while attributing much influence to the family, feel that peer group pressures are influential in the life space of the adolescent (Holtzman and Moore, 1965, p. 60). Bernard Rosen, in his study of Jewish youth, found that only when values were held by both parents and peers was there minimal conflict between adolescents and their parents (Rosen, 1955, *passim*). Sewell and Shah, while examining the relationship of socio-economic status, intelligence and parental encouragement to college plans felt that much of the unexplained variance might be attributed to value climates of adolescent reference groups (Sewell and Shah, 1968, p. 571). These findings on the teenage subculture indicate that peer group pressure may affect the level of aspiration in some way.

Contrary evidence does exist. Elkin and Westley found directly contradictory findings to Coleman's statement that peer groups reject all adult values and concern themselves solely with hedonistic pursuits (Elkin and Westley, 1955, p. 682). Their study of a suburban Canadian

community perhaps differs in its findings because of the national and regional locale. Coleman comments in a footnote to the Adolescent Society that his study reflects a swing to a stronger teenage commitment to the adolescent society during the intervening years between the Canadian study and his own (Coleman, 1961, p. 3).

However, as recently as Spring, 1968, further empirical evidence suggests that Canadian adolescents may not be as committed to their subculture as American youth seem to be. Friesen, in a study of 10,019 high school students in grades ten to twelve in a Western Canadian city, found that, although athletics, popularity and being in the leading crowd were important as part of the school social life, academic achievement was chosen as the most important characteristic for their future by over 80 per cent of the pupils tested (Friesen, 1968, p. 47). These findings agreed with samples surveyed by Friesen in Western rural and Eastern urban areas.

Clearly, the evidence is not yet all in. However, sufficient indication remains that peer group influence on the values of the members of the peer group may affect the level of aspiration. The theoretical basis of this study also dictates that the effect of reference group pressures on the self-image of the adolescent and the consequent influence on the level of aspiration should be investigated.

II. SOCIO-ECONOMIC STATUS AS A PREDICTOR OF ASPIRATIONS

The socio-economic status of the pupil's family has been studied

as a contributing factor to the level of aspiration.

Davie's empirical study found that three factors associated with high socio-economic status made higher educational aspirations a natural thing for upper class children. These were financial circumstances, custom, and "a configuration of beliefs, values, and attitudes pertaining to the purpose and value of education" (Davie, 1953, p. 184).

Burton claimed that lower class children "are neither believers nor participants in the cultural heritage of middle class society," and, thus, unlikely to aspire to a high level of education (Burton, 1953, p. 249).

Bordua found that socio-economic status is related to college plans at all school year levels (Bordua, 1960, p. 265). A recent study by Sewell and Shah discovered that socio-economic status has substantial independent relationship to college plans, accounting for about 18 per cent of the variance for males and 22.9 per cent for females (Sewell and Shah, 1968, p. 563).

A further interesting research finding by Brookover that "there is much evidence that the school as it now functions reflects the emerging class structure with little modification" (Brookover, 1953, p. 258) seems to indicate that the school systems are encouraging class differentiation within the confines of the school.

Recent studies seem to have validated Hollingshead's findings of the effect of social class on aspiration level. Limited expectations,

community pressures, teacher attitudes and a dearth of opportunities still seem to have a deadening effect on children of lower socio-economic levels.

III. FAMILY ENCOURAGEMENT AS A PREDICTOR OF EDUCATIONAL ASPIRATIONS

Hollingshead discovered that lack of family encouragement combined with low socio-economic status to inhibit the educational aspirations of lower class youth. These two variables seem to have a strong interactive effect which is illustrated in Davie's finding that attitudes and values associated with education are class determined. Sewell and Shah found that socio-economic status, intelligence, and family encouragement have a significant relationship with each other in contributing to educational aspirations while having substantial independent relationship to college plans (Sewell and Shah, 1968, p. 571). Parental encouragement was found to explain 25 per cent of the variance for males and 33 per cent for females. Further, as in the case of college plans, socio-economic status is more strongly related to perceived parental encouragement for males than for females (Sewell and Shah, 1968, p. 564).

Bordua's study of 1,529 urban students from grades nine through twelve in Massachusetts found that parental stress was highly interactive with both socio-economic status and sex. The findings agree with Sewell and Shah's that family pressure seems to be positively related to

both sex and socio-economic status (Bordua, 1960, p. 267). Kahl, in his research with lower class boys, found that, although socio-economic status was an important variable, family encouragement was the single most important factor in determining the level of educational aspirations (Kahl, 1953, p. 189). Similarly, Coleman felt that the level of aspiration was not directly linked to socio-economic status, but had some relationship to family pressure and to the differing cultural expectations for the sexes (Coleman, 1961, pp. 267-269, 272).

The relationship demonstrated in Sewell and Shah's study and in that of Bordua and Coleman seems to indicate that sex should be considered in any research into levels of aspiration.

IV. SEX AS A PREDICTOR OF EDUCATIONAL ASPIRATIONS

Hollingshead postulated that sex difference was a major factor affecting the aspirations of the classes below the upper class (Hollingshead, 1949, p. 171). The results of Sewell and Shah's research indicated that female adolescents in the lower socio-economic classes received less encouragement than their wealthier female peers and had less intention of going on to higher education than those peers or than the boys from their own class. This was explained by the fact that there was a higher relationship between intelligence and family encouragement for the boys than for the girls, and a stronger relation between socio-economic status and family encouragement for the girls than for the boys (Sewell and Shah, 1968, p. 564).

A view which seems to be generally accepted is that the cultural expectations for the education of a girl as potential wife and mother and of a boy as potential household leader and breadwinner will be different. Coleman found, however, that family position and encouragement will determine expectations for boys and girls, with the elite girls anticipating attendance at a university (Coleman, 1961, *passim*).

V. PERCEIVED SCHOOL SUCCESS AS A PREDICTOR OF ASPIRATIONS

"The level of aspiration we hold is the direct outgrowth of the concepts we have of ourselves" (Snygg and Combs, 1949, p. 100).

Field theory postulates that self-concept determines not only the level of aspiration but also the adequacy with which a person meets the challenge of new experiences (Snygg and Combs, 1949, p. 141). The experience of success results in the self-definition of a person as one who is capable of handling new circumstances and new challenges.

Phenomenalistic and existential approaches to human behaviour have as their basis the concept that the unique perceptions of the individual constitute the medium through which his behaviour is governed. These perceptions stem from the individual's own concept of himself and his relationship with the world. All stimuli are perceived within the pattern of the individual's cognitions or beliefs. These cognitions about himself form the self-concept. The self-concept may be positive, if the individual perceives his behaviour as good or worthy; or

negative, if he perceives it as bad or unworthy. A positive self-concept leads to adequate behaviour while a negative self-concept will lead to less adequate or less than adequate behaviour (Horney, 1950). Thus feelings of unworthiness, inability, isolation or insignificance will result in inadequate behaviour.

This concept of self-esteem as a necessary ingredient for a high level of aspiration is particularly applicable to the school situation. Pupils need reassurance and enhancement from the system especially as the educational goals they pursue do not seem to them self-enhancing or part of their immediate self needs. In Lewin's terms, educational goals are not perceived by the student as figure, but form, rather, part of the ground, influencing the adolescent but not immediately directing him.

Snygg and Combs maintain that the present competitive marking system teaches millions of people "to think of themselves as mediocre, incompetent, or failures at activities which are socially desirable, and even essential," preventing all but the top students in each class from developing as fully productive members of society (Snygg and Combs, 1949, p. 223).

Empirical findings based on the theories of several authors including Horney (1950), Maslow (1954), and Strang (1957) indicate that those individuals who perceive themselves as successful will be successful.

Thus, the consideration of perceived success in academic endeavours would seem to be of importance in examining the variables affecting the level of educational aspiration.

VI. THE HIGH SCHOOL AS A PREDICTOR OF EDUCATIONAL ASPIRATION

Some evidence exists that the particular secondary school a pupil attends will have some influence on his level of aspiration. Kraus reported that attending a predominantly middle-class rather than working-class school positively affected level of aspiration. Using regression analysis in a study of class identification, Hodge and Treiman discovered not only that education, occupation and family income determined one's position in the status structure but that the socio-economic level of one's friends and acquaintances exerted a significant independent influence (Hodge and Treiman, 1968, p. 545). It follows that a school peer group would likely have the same effect.

These studies reaffirm Boyle's findings in his research of 1966 wherein he found that family background and the high school had significant influence on college plans. The high school was found to have significantly greater effect in metropolitan areas.

Sherif and Sherif also reported that there is a likelihood that lower-class youth attending school in a middle-class neighborhood will aspire to higher levels than their counterparts in schools attended mostly by lower-class pupils (Sherif and Sherif, 1964, p. 213).

VII. SUMMARY

The related literature, although containing some contradictory evidence relating to the influence of the peer group on the level of

aspiration, indicates certain environmental variables that have shown a relationship to the level of educational aspiration. These environmental phenomena include peer group commitment, socio-economic status, family encouragement, differences of the sexes, perceived success as a scholar, and the socio-economic composition of the school attended.

CHAPTER III

THE THEORETICAL BASIS FOR THE STUDY

Lewin postulates that behaviour is a function of the individual and his environment (Lewin, 1951, p. 140). Intentions are made to secure a certain behaviour in the future. These intentions are induced by ruling needs. When these intentions become sufficiently developed so that needs and goals become defined in terms of success and failure rather than satisfaction or dissatisfaction, they are referred to as aspirations. That is, aspiration is spoken of in terms of "an achievement reflecting one's own ability" (Lewin, 1951, p. 285). When differing degrees of difficulty can be distinguished in the achievement, levels of aspiration become involved. Lewin states that, "the level of aspiration is of basic importance for the conduct of human beings and influences most of their goal seeking" (Lewin, 1951, p. 285).

The environment, in the form of the degree of success or failure that the maturing individual encounters in his attempts to reach the goals that he sets, or that are set for him, would seem to be the basic determinant of his level of aspiration. Lewin sees the factors affecting aspiration as complex and manifold. Group standards, encouragement, authority, social and cultural expectations and pressures are some of the environmental factors that affect the level of aspiration (Lewin, 1951, pp. 288-290).

Snygg and Combs maintain that the level of aspiration is determined by the individual's judgment of which experiences and achievements

will bring self-enhancement and confidence. The idea of the satisfactory self-concept is central to their interpretation of Field Theory. Without a satisfactory self-concept, aspirations that lead to an individual's fulfillment are impossible (Snygg and Combs, 1949, *passim*). Feelings of inadequacy lead to inadequate behaviour and unsatisfying aspirations whereas an adequate self-concept leads to more adequate behaviour and satisfying aspirations.

The individual sees reality in terms of his unique perceptions or beliefs; that is, his cognitions determine his phenomenal field. The phenomenal field includes all that is meaningful to the individual, the totality of experience that exists for him at any given time. This phenomenal field contains the "phenomenal self" which is composed of all those aspects of the field regarded by the individual as part or characteristic of himself. Central to the phenomenal self is the self-concept (Snygg and Combs, 1949, p. 57). That part of the individual's unique perceptions of reality not included in the phenomenal self may be termed his phenomenal environment (see figure 1, page 22).

Field Theory provides a basis for the determination of the environmental variables that affect students' levels of aspiration. The selected variables from the field, encompassed in the Phenomenal Environment of each student, are the following: sex, peer group commitment, the socio-economic level of the student's family, the socio-economic composition of the school he attends, the student's perception of familial concern for his academic success, and his perceived success

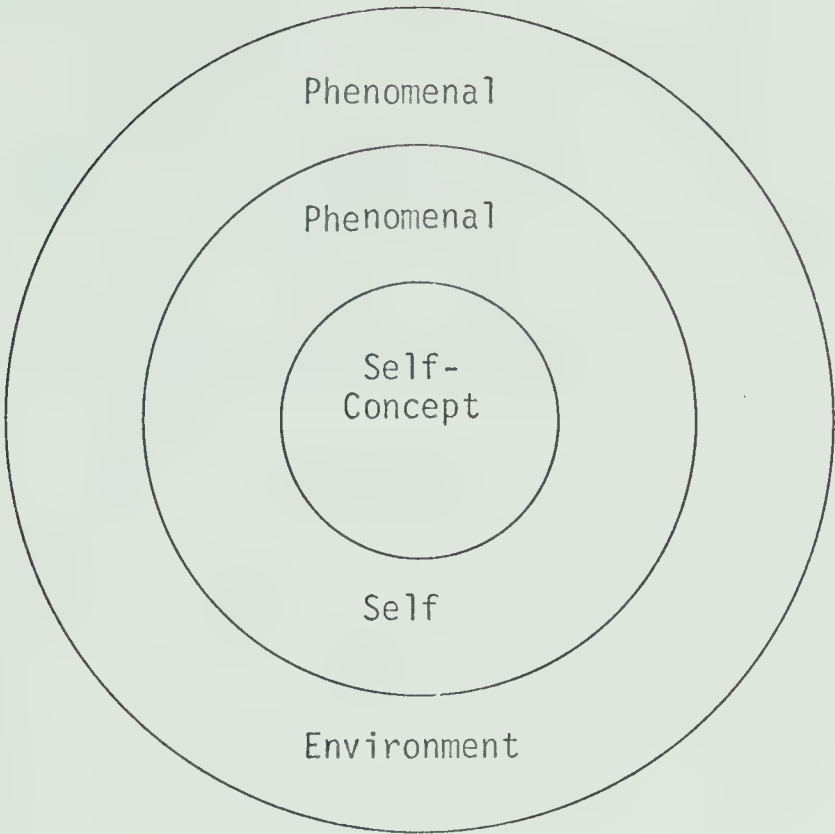


FIGURE 1

THE PHENOMENAL FIELD
(from Snygg and Combs)

as a scholar (see Figure 2, page 23). The literature suggests that the selected influences are predictors of the level of educational aspirations.

The High School Student Values Inventory measures the students' perceptions of family encouragement and school success as well as assessing their peer group orientation and socio-economic status. Whether the student is boy or girl is also indicated on the HSSVI, as is the particular school attended.

The theoretical framework of the study when applied to the findings of related research allows several principles to be derived to

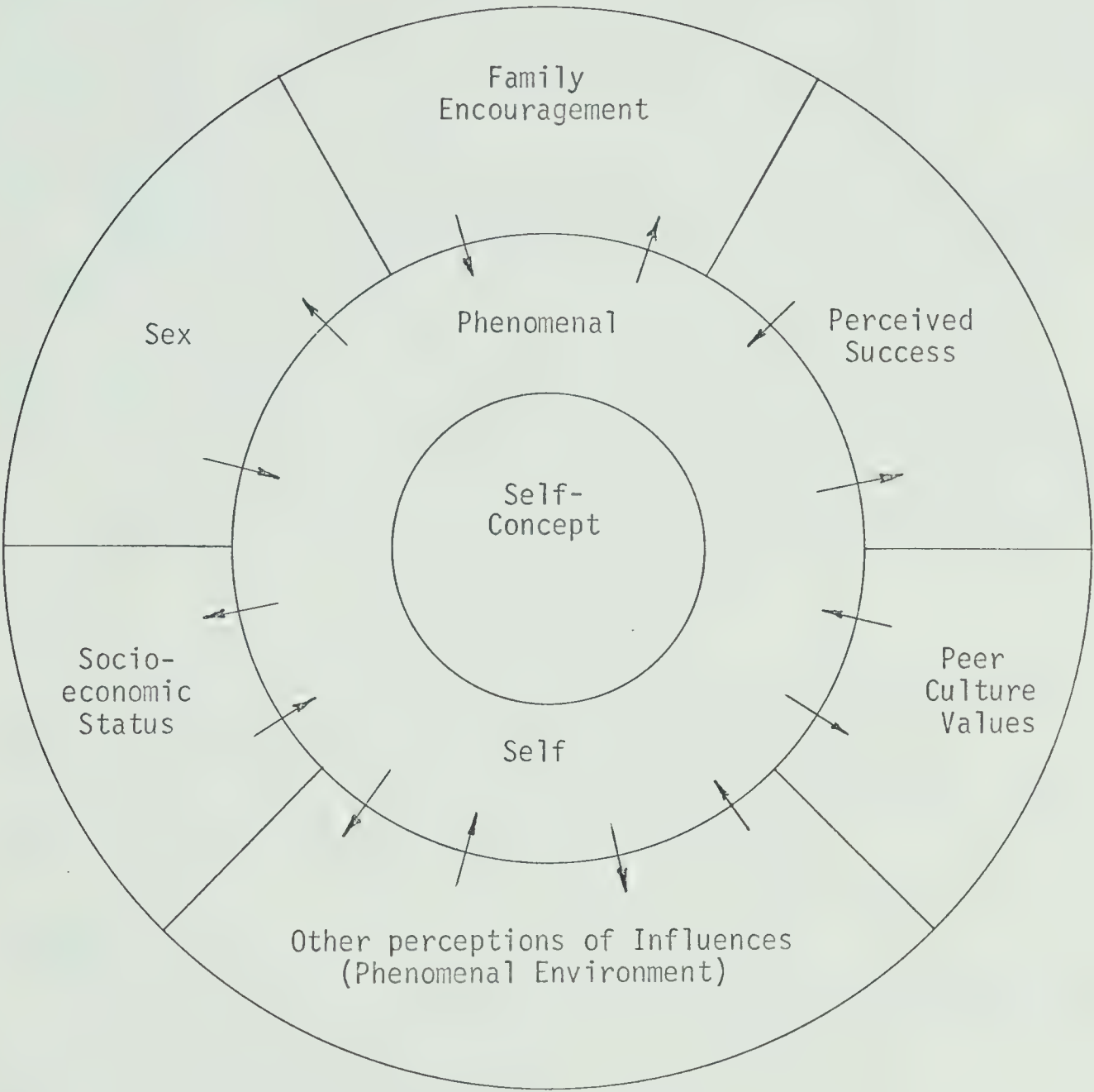


FIGURE 2

THE PHENOMENAL SELF AND ENVIRONMENTAL INFLUENCES
EXAMINED IN THIS STUDY

guide, and give coherence to, the research.

1. The environmental phenomena that influence the students' levels of aspiration may be discovered through the students' perceptions as recorded on the HSSVI.
2. These environmental influences will be shown to be statistically significant as predictors of the level of aspiration if they are perceived as significant by the members of the sample.
3. Those influences that are not perceived as important to the individual, although considered important by others, will not emerge as significantly related to the level of aspiration.

I. THE HYPOTHESES

Using the selected variables indicated as predictors of the level of aspiration, and guided by the principles developed from the theory, the following hypotheses were derived.

Hypothesis 1.0

There is a relationship between the level of aspiration and certain environmental influences.

Hypothesis 1.1

There is a relationship between the level of aspiration and the socio-economic status of the family.

Hypothesis 1.2

There is a relationship between the level of aspiration and the amount of perceived familial encouragement.

Hypothesis 1.3

There is a relationship between the level of aspiration and perceived success in school.

Hypothesis 1.4

There is a relationship between the level of aspiration and sex.

Hypothesis 1.5

There is a relationship between the level of aspiration and Future-Time Orientation.

Hypothesis 1.6

There is a relationship between the level of aspiration and sociability.

Hypothesis 2.0

There is a relationship between the level of aspiration and the socio-economic composition of the school attended.

CHAPTER IV

THE RESEARCH DESIGN

I. ORGANIZATION

This chapter describes the random sample, the instrument and the preparation of the data for the examination of Hypotheses 1.1 to 1.6. The analysis of the data, relevant to Hypothesis 1.0, is discussed in Chapter V.

The two school sample, preparation of data, and analysis of data for the examination of Hypothesis 2.0 is contained in Chapter VI.

The implications, conclusions and recommendations arising from the study are examined in Chapter VII.

II. THE RANDOM SAMPLE

The random sample consisted of 445 subjects drawn from the population of the twenty-seven Edmonton Junior High Schools participating in the study. A program specifically designed for the I.B.M. 360-67 computer made a random entry into the tape containing the data for the population of 3,221 grade nine students. Selected responses of every seventh student in the population were recorded on data cards until the desired sample size was reached.

As data were available for the population as well as the sample, it was possible to determine the goodness of fit of the sample to the parent group. A chi square test was performed on the frequency distribution of the data for sample and population for one predictor variable,

one variable not considered in this study, and for the criterion variable. The tables comparing the students of both sample and population according to socio-economic status (Table III, page 31), age (Table VI, page 35), and level of aspiration (Table II, page 30) indicate that the percentages in all categories of the sample are representative of the parent population.

TABLE I
RESULTS OF CHI SQUARE TESTS FOR GOODNESS
OF FIT OF THE RANDOM SAMPLE TO THE POPULATION

Distribution by	χ^2	df	Probability under H_0 that $\chi^2 \geq$ chi square ⁰
Aspiration levels	3.76	4	.30
Socio-economic status	0.089	2	.95
Boys and girls according to age	1.25	3	.70

The values of chi square for these data are summarized in Table I. The conclusion is that the evidence is insufficient to justify rejection of a null hypothesis that the sample has the same frequency distribution as the population. Further, the table reveals that, due to sample fluctuation alone, a value of χ^2 equal to or greater than the one observed might be expected to occur in about 30 per cent of the sample when examined for distribution by level of aspiration, 95 per cent by distribution according to socio-economic status, and 70 per cent by distribution of boys and girls according to age.

Grade nine pupils were selected as the focus of the investigation for two reasons. First, grade nine pupils are generally considered adolescents. The second reason is that, in Alberta, grade nine is the last year of school in which the full field of educational opportunity is likely to be open to the majority of pupils. Certain crucial decisions are made on the basis of grade nine results that may limit the student's expectations and thus change his level of aspiration.

III. THE INSTRUMENT

The instrument used in the collection of the data was a questionnaire originally developed by Friesen, Knill and Ratsoy of the Department of Educational Administration, University of Alberta. Certain amendments and deletions had been effected in the original. The High School Student Values Inventory was intended to gather information related to students' values and attitudes (See Appendix).

Although the questionnaire was administered in total, only selected answers pertaining to factors affecting aspiration were utilized in this study.

IV. THE PREPARATION OF DATA

From the High School Student Values Inventory, selected responses, indicative of the students' attitudes, perceptions, and intentions relating to the variables under study were recorded on I.B.M. data cards. Of these responses, thirty-seven which seemed to give the information required by the study were used in the various analyses.

The Criterion Variable: Level of Educational Aspiration

The criterion of level of aspiration was determined by a single question on the High School Student Values Inventory. This question, number 24, asked, "What is the highest level of education you expect to have actually attained ten years from now?" (See Appendix). Of the sample selected for the study, 1.8 per cent expected that they would not have finished high school, 35.1 per cent expected to have graduated from a high school or technical institute, 18.5 per cent thought they would have achieved university training sufficient for a teaching certificate or nursing, 27.3 per cent expected to have a university degree, and 17.3 per cent expected to have a degree which would equip them for medicine, law or other profession requiring graduate education.

Table II, page 30, illustrates the results of the answers to question 24, both for the sample and the total grade nine population. It may be noted that certain obvious differences in the level of aspiration of boys and girls hold true for both sample and population. While the percentages of boys and girls intending to go no further in their education than high school or technical school remain fairly similar, the third level -- of some university -- shows a wide divergence in the intentions of boys and girls. More than twice as many girls as boys intend to go to university but not to graduate. Similarly, while there is only a small difference between the aspirations of boys and girls at level four, more than twice as many boys as girls intend to complete a professional degree.

TABLE II
DISTRIBUTION OF BOYS AND GIRLS IN SAMPLE AND
POPULATION ACCORDING TO LEVEL OF ASPIRATION
(N = 439)

Sample	Level of Educational Aspiration					Total
	1	2	3	4	5	
Number of Boys	4	65	21	61	52	203
%	2.0	32.0	10.3	30	25.6	46.2
Number of Girls	4	89	60	59	24	236
%	1.7	37.7	25.4	25	10.2	53.8
Total Students	8	154	81	120	76	439
%	1.8	35.1	18.5	27.3	17.3	100
<u>Population</u>						
Number of Boys	38	554	177	478	316	1563
%	2.4	35.4	11.3	30.6	20.2	48.9
Number of Girls	38	607	391	452	145	1633
%	2.3	37.2	23.9	27.7	8.9	51.1
Total	76	1161	568	930	461	3196
%	2.4	36.3	17.6	29.2	14.5	100

N = 439

Chi square = 3.76 (not significant as separate groups)

df = 4

Level 1: Not finished high school.

Level 2: High School Graduate or Technical Institute Graduate.

Level 3: Some University, e.g., Teaching Certificate, Reg. Nurse, etc.

Level 4: University Degree, e.g., B.A., B.Ed., B.Sc., R.N.

Level 5: Professional Degree, e.g., Doctor, Lawyer, Ph.D.

Predictor Variable: Socio-economic Status

Gough's Home Index Scale (Gough, 1949, pp. 52-56), modified for Canadian use by Elley, forms part of the High School Student Values Inventory (Questions 73-92). Inspection of this Scale (Appendix) reveals that the education of parents and the acquisition of material goods by the family are used as indicators of socio-economic status. The simple vocabulary is suitable for the grade nine student.

TABLE III
DISTRIBUTION OF THE SAMPLE AND POPULATION BY
PERCENTAGE OF BOYS AND GIRLS IN EACH
SOCIO-ECONOMIC CATEGORY

	High Status		Middle Status		Low Status	
	Pop.	Sample	Pop.	Sample	Pop.	Sample
Boys	28.0	30.9	29.1	27.0	43	42.1
Girls	28.4	23.9	32.4	33.6	39.2	42.4
Total	28.2	27.1	30.7	30.5	41.1	42.3

Chi square = .089 (not significant as separate groups)
df = 2

The scale was recorded on the total pupil response as a five-point index. However, for the sample examined in this study, it was reduced to three categories. Categories 1 and 2 were combined, as were categories 4 and 5. The percentages of the sample and the population are summarized in Table III, page 31. A chi square reveals that the sample forms an adequate representation of the population.

The categories were reduced not only to guarantee adequate numbers of each cell of the analysis, but also to correspond to the theoretical basis of the study. It was felt that the difference in perception of the minorities in the two extreme categories of the five-point scale would not be appreciably different than those in the adjacent and much larger categories.

Predictor Variable: Perceived Success

Of the sample of 445, seven respondents did not reply to question 6 which asked for the approximate average of last year's marks on the final examination (Appendix).

For the purposes of the study, the replies to the five category questions were reduced to two categories. From zero to sixty-four per cent constituted the low category and from sixty-five to one hundred per cent constituted the high. It was felt that those achieving average or less than average grades in the previous year would not consider themselves as "good" scholars. Those achieving more than 64 per cent, it was considered, would have an image of themselves as successful or outstanding academically. As the purpose of the examination of the variable of perceived success was to determine if the self-image of the student as successful scholar affected his aspiration, this division seemed feasible. This variable is summarized in Table IV, page 33. Of those replying to question 6, two hundred and seven reported averages on the previous year's work exceeding 64 per cent while two hundred and thirty-one reported averages of 64 per cent or less, which represented respectively 47.2 per

cent and 52.8 per cent of the sample. Only 1.4 per cent of the sample reported averages of less than 40 per cent on the previous year's work while 7.1 per cent reported averages exceeding 80 per cent.

TABLE IV
DISTRIBUTION OF THE SAMPLE BY PERCENTAGE OF BOYS AND GIRLS
WHOSE ACADEMIC SUCCESS WAS PERCEIVED AS HIGH OR LOW

Boys		Girls		Total	
High	Low	High	Low	High	Low
44.3	55.7	49.8	50.2	47.2	52.8
(90)	(113)	(117)	(118)	(207)	(231)

Predictor Variable: Family Encouragement

Question 68 of the High School Student Values Inventory asks, "Are your parents concerned with your doing well in academic work in school?" Of those responding to the question 315 indicated much parental concern about their achievement, 113 indicated some concern and 12 indicated not much. The categories were collapsed so that those students who perceived much parental concern, and by implication a measure of parental encouragement, were compared with those who perceived their parents as only fairly or minimally concerned for their children's academic success. Again, a sex difference was discernible from the examination of the percentages of boys and girls in each category. A greater percentage of boys than girls tended to perceive parental concern for their academic success (See Table V, page 34).

TABLE V
PER CENT OF BOYS AND GIRLS ACCORDING TO PERCEIVED
PARENTAL ENCOURAGEMENT

Boys		Girls		Total	
Much Parental Concern	Little Concern	Much Parental Concern	Little Concern	Much Parental Concern	Little Concern
76.8	23.2	67.1	32.9	71.6	28.4
(156)	(47)	(159)	(78)	(315)	(125)

Predictor Variable: Sex

The distribution of the sample by boys and girls according to age is summarized in Table VI (page 35). This variable was considered sufficiently important for carefully study, not only because of the indication from related research that sex plays a definite part in determining aspiration level, but also because of the differences apparent in Table II (page 30) which categorizes the levels of aspiration for boys and girls.

Although the sex of an individual is clearly an inherited, individual characteristic, the boy's or girl's perception of the cultural expectations for his or her future is plainly an environmental influence.

TABLE VI
DISTRIBUTION OF THE SAMPLE AND POPULATION BY PERCENTAGE
OF BOYS AND GIRLS IN EACH AGE CATEGORY

Age	Boys (pop.)	Boys (Sample)	Girls (pop.)	Girls (Sample)
14 or younger	64	61.1	68.8	70.2
15	39.4	32.5	27.9	24.8
16	4.9	5.9	3.0	5.0
17	0.4	0.5	0.3	0.0
18 or over	0.3	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0

Chi square = 1.25 (not significant as separate groups)
df = 3

Predictor Variables: Sociability and Future-Time Orientation

During March of 1968, a pilot study was conducted in a County adjacent to the Edmonton Public School District. This study was held to attempt to determine valid measures of peer group commitment of grade nine pupils, or failing this, to develop some measures of the present time orientation and the degree of sociability or extroversion of the pupils tested. Three questionnaires were administered to the pupils, the unamended High School Student Values Inventory; an instrument purporting to measure peer group commitment; and a number of questions developed to study the sociability, Future-Time Orientation and other value and attitudinal orientations of the pupils.

Examination of the pilot study indicated that valid measures of peer group commitment had not been developed but that two scales measuring sociability and future-time orientation could be used as indicators of whether the assumptions made in theories of adolescence -- that teenagers are preoccupied with present gratifications and with being popular -- have any relationship to their level of aspiration.

The combining of questions to measure a particular attitude or value may be done in a number of ways. However, the scales developed for the measurement of future-time orientation and of sociability were derived by the use of multi-factor scores.

The items on the questionnaire administered to the pilot study sample were factor analyzed through the program designed for the I.B.M. 360-67 computer.

Several factors emerged from the battery of intercorrelated variables when the varimax rotation was applied. Two of these were called sociability and future-time orientation. Questions 131, 133, 135, 136, 140, which measure sociability, had high factor loadings and formed a cluster. Questions 134, 136, 138, 139, measuring future-time orientation, formed a cluster, and had adequate factor loadings.

The Sociability Scale

On the basis of the factor analysis of the responses in the pilot study, the responses of the Edmonton grade nine sample to the questions forming the Sociability Scale were subjected to statistical

analysis to determine the mean scores. As responses were marked on the Likert Scale, the possible range of scores extended from 5 to 25. The sample was then divided into two groups falling above and below the mean which were called high and low in sociability (Table VII).

TABLE VII
DISTRIBUTION OF THE SAMPLE INTO HIGH AND LOW GROUPS
ON THE SOCIABILITY SCALE

Group	Score Range	Percentage of Sample
High	10 - 25	59.3 (264)
Low	5 - 9	40.7 (181)

N = 445
Mean Score = 9.94

As can be seen from the questions on the Sociability Scale, an attempt was made to find the degree to which the subjects comprising the sample were "other oriented." Questions ranged from a general statement about "being very sociable" to specific self-directives to deal with others in a sensitive manner. A very strong agreement to question 140 combined with positive responses to the other questions on the sociability index would seem to indicate the completely peer-oriented individual, that Riesman calls "other directed" (Riesman, 1967, p. 22), who needs to be liked by all of the people all of the time.

Future-Time Orientation

The scores on the Future-Time Scale were subjected to the same treatment as those used to determine the Sociability Scale with the difference that the possible range of scores extended from 5 to 20 (Table VIII).

TABLE VIII
DISTRIBUTION OF THE SAMPLE INTO HIGH AND LOW GROUPS
ON FUTURE-TIME ORIENTATION

Group	Score Range	Percentage of Sample
High	9 - 20	58.9 (262)
Low	1 - 8	41.1 (183)

The Future-Time Orientation Scale was similarly constructed to the Sociability Scale. That part of the sample that was not future-time oriented could be considered as being concerned with present gratification rather than finding their self-enhancement through striving for future goals.

CHAPTER V

ANALYSIS OF DATA

In testing the first major group of hypotheses under Hypothesis 1.0 the data were subjected to a number of statistical procedures.

To determine whether any observable difference in the levels of aspiration of the various sub-groups occurred by chance or by reason of significant differences in the sub-groups, an analysis of variance was applied to the sample. As one-way analysis of variance and the t test are robust, and the distribution of the randomized sample reflected the population distribution very closely on scores for the criterion variable, sex, and socio-economic status it was felt that inferences could safely be drawn on the basis of this statistical procedure.

The Newman-Keuls comparison between ordered means was utilized when necessary.

The hypotheses were also tested by submitting the data to a stepwise linear regression utilizing the REG-200 Fortran program designed by the Department of Educational Research. This procedure was followed to determine how much of the variance was attributable to each of the predictors when the other predictors were allowed to influence the equation.

Further, the level of significance was set at .01 since the size of the sample seemed to indicate that a rigorous setting of the alpha level would help to achieve a greater measure of predictability.

Hypothesis 1.0

Hypotheses under Hypothesis 1.0 were examined independently to determine which of the predictor variables were related to the level of aspiration. Hypothesis 1.0 predicted a relationship between certain environmental variables and level of aspiration.

Hypothesis 1.1

There is a relationship between the level of aspiration and the socio-economic status of the family.

Analysis of Variance. To test this hypothesis an analysis of variance was performed on the data grouped in the three categories of high, middle and lower socio-economic status. A summary of this analysis is contained in Table IX. It is evident from the inspection

TABLE IX
SUMMARY OF ANALYSIS OF VARIANCE OF THE LEVEL OF
ASPIRATION BY SOCIO-ECONOMIC STATUS

Socio-economic Status	N	Mean	S.D.	F Ratio
Low	121	2.73	1.13	21.68*
Middle	136	3.06	1.19	
High	187	3.59	1.15	
Total	444	3.19	1.21	
df	2			
	144			

*Significant at the .01 level of probability.

of Table IX that the difference between the means of the three groups was statistically significant. The level of aspiration increased with a rise in socio-economic status. Thus, the hypothesis that level of aspirations is related to socio-economic status was accepted.

Newman-Keuls Comparison Between Ordered Means. An examination of Table X reveals that there was significant difference between the Low and High Means, between the Low and Medium Means and between the Medium and High Means, indicating that these three groups were distinctly separate in their level of aspirations.

TABLE X
SUMMARY OF NEWMAN-KEULS COMPARISON OF ORDERED MEANS
FOR THE LEVEL OF ASPIRATION BY SOCIO-ECONOMIC STATUS

	Low	Middle	High
High	*	*	
Middle	*		
Low			

* = significant at the .01 level of probability.

Stepwise Regression Analysis. Table XI, page 42, indicates that socio-economic status entered at step two, accounting with the previously entered variable for 26.9 per cent of the variance.

TABLE XI

SUMMARY OF THE STEPWISE REGRESSION ANALYSIS OF SOCIO-ECONOMIC STATUS AS A PREDICTOR OF THE LEVEL OF ASPIRATION

Step Entered	F Value	Per cent of Accumulated Variance Accounted for	Total per cent of Accumulated Variance Accounted for
2	23.95*	3.96	26.92

*Significant at the .01 level of probability.

Discussion. The three categories of this variable showed remarkable differences in the mean scores on the criterion variable. The fact that all three steps in socio-economic status differed in means from one another indicates that broad class lines have a distinct relationship to the amount of education to which a student aspires. The residual effects indicated by this variable's entry into the step-wise regression at step two also infer that socio-economic status may have an interactive effect upon the other predictor variables.

Hypothesis 1.2

There is a relationship between the level of aspiration and the amount of perceived familial encouragement.

Analysis of Variance. The analysis of variance, as indicated in Table XII, page 43, showed this variable not to be significantly related to the level of aspiration. The F ratio was not sufficient to indicate that there was a significant difference between means to show different levels of aspiration between pupils who were encouraged and those who were not. The level of probability did not indicate much more than a chance relationship. The hypothesis was, therefore, rejected.

TABLE XII
SUMMARY OF THE ANALYSIS OF VARIATION OF THE LEVEL
OF ASPIRATION BY FAMILY ENCOURAGEMENT

Family Encourage- ment	N	Mean	Standard Deviation	F Ratio
Low	125	3.06	1.16	2.73 ^a
High	316	3.26	1.43	
Total	441	3.20	1.18	
df	$\frac{1}{439}$			

^aNot significant.

Stepwise Regression Analysis. Table XIII shows that this variable entered last, did not have a significant F ratio and had only a chance relationship to the level of aspiration.

TABLE XIII
SUMMARY OF THE STEPWISE REGRESSION ANALYSIS OF
FAMILY ENCOURAGEMENT AS A PREDICTOR OF THE
LEVEL OF ASPIRATION

Step Entered	F Value	Per cent of Accumulated Variance Accounted for	Total per cent of Accumulated Variance Accounted for
7	0.86 ^a	.14	31.40

^aNot significant.

Discussion. A review of the related research indicates that family encouragement is considered highly predictive of the level of educational aspiration of students. However, rejection of the hypothesis does not mean that no relationship exists between family encouragement and the level of aspiration. It does mean that no relationship exists between the encouragement perceived by grade nine students and their level of aspirations. This will be discussed further in Chapter VII.

Hypothesis 1.3

There is a relationship between the level of educational aspiration and perceived success in school.

Analysis of Variance. The analysis of variance indicated that there was considerable relationship between the level of aspiration and the amount of perceived success in the previous year's work. The F ratio indicated a great difference in the levels of aspiration of those who were above-average scholars and those who were not. The level of probability inferred that this relationship occurring by chance was a very remote possibility (See Table XIV, page 45). The hypothesis was accepted.

Stepwise Regression Analysis. As this variable entered in step one, considerable predictive power on the level of aspiration was inferred, as well as a residual effect upon all other predictor variables.

TABLE XIV
SUMMARY OF THE ANALYSIS OF VARIANCE OF THE LEVEL OF
ASPIRATION BY PERCEIVED SUCCESS

Perceived Success	N	Mean	S.D.	F Ratio
Low	231	2.68	1.06	127.96 [*]
High	207	3.81	1.02	
Total	438	3.21	1.18	
df	$\frac{1}{436}$			

^{*}Significant at the .01 level of probability.

Table XV summarizes the effect of perceived success.

TABLE XV
SUMMARY OF THE STEPWISE REGRESSION ANALYSIS OF
PERCEIVED SUCCESS AS A PREDICTOR OF THE LEVEL
OF ASPIRATION

Step Entered	F Value	Per cent of Accumulated Variance Accounted for
1	132.01 [*]	22.96

^{*}Significant at the .01 level of probability.

Discussion. This variable appeared as highly related to the

level of aspiration. As is further discussed in Chapter VII the appearance of perceived success as a highly significant predictor of the level of aspiration validated a major premise of the theoretical framework of this study; that is, that those who perceive themselves as being successful will tend to aspire more highly than those who do not.

Hypothesis 1.4

There is a relationship between the level of aspiration and sex.

Analysis of Variance. A significantly high F ratio between the sample grouped for boys and girls indicated that a relationship existed between the level of aspiration and sex. Hypothesis 1.4 was accordingly accepted. Table XVI summarizes the findings of the analysis.

TABLE XVI
SUMMARY OF THE ANALYSIS OF VARIANCE OF THE LEVEL OF
ASPIRATION BY SEX

Sex	N	Mean	S.D.	F Ratio
Boys	204	3.44	1.26	14.22 [*]
Girls	238	3.02	1.08	
Total	442	3.21	1.18	
df	$\frac{1}{440}$			

^{*}Significant at the .01 level of probability.

Stepwise Regression Analysis. The predictor variable of sex entered the program at step three in the regression analysis of the random sample. Table XVII indicates that sex accounted for 30.2 per cent of the variance when its effect was examined in conjunction with the other predictor variables already entered.

TABLE XVII
SUMMARY OF THE STEPWISE REGRESSION ANALYSIS OF SEX
AS A PREDICTOR OF THE LEVEL OF ASPIRATION

Step Entered	F Value	Per cent of Accumulated Variance Accounted for	Total per cent of Accumulated Variance Accounted for
3	20.63*	3.17	30.19

*Significant at the .01 level of probability.

Discussion. Sex of the subject appeared as highly predictive of the level of aspiration in the analysis of variance. Similarly, regression analysis of the random sample indicated a high relationship between sex and the level of aspiration.

Hypothesis 1.5

There is a relationship between the level of aspiration and sociability.

Analysis of Variance. This hypothesis was rejected as insufficient relationship was evidenced in the analysis of variance. Table XVIII, page 48, summarizes the findings of the analysis.

TABLE XVIII
SUMMARY OF THE ANALYSIS OF VARIANCE OF THE LEVEL OF
ASPIRATION BY THE SOCIABILITY INDEX

Soci- ability	N	Mean	S.D.	F Ratio
Low	264	3.09	1.22	4.63 ^a
High	181	3.34	1.18	
Total	445	3.19	1.21	
df	$\frac{1}{443}$			

^aNot significant.

Stepwise Regression Analysis. Regression analysis of the effect of this variable on the level of aspiration did not reveal a statistically significant relationship (See Table XIX).

TABLE XIX
SUMMARY OF THE STEPWISE REGRESSION ANALYSIS OF THE SOCIABILITY
INDEX AS A PREDICTOR OF THE LEVEL OF ASPIRATION

Step Entered	F Value	Per cent of Accumulated Variance Accounted for	Total per cent of Accumulated Variance Accounted for
5	0.88 ^a	0.13	31.08

^aNot significant.

Discussion. Analysis of variance showed insufficient relationship of this variable to the level of aspiration. Further, the submission of the data to stepwise regression analysis did not establish any significant predictive power of the sociability index for the level of educational aspiration.

Hypothesis 1.6

There is a relationship between the level of aspiration and Future-Time Orientation.

Analysis of Variance. Inspection of Table XX reveals that no significant relationship existed between the criterion variable and Future-Time Orientation. Hypothesis 1.6 was rejected.

TABLE XX
SUMMARY OF THE ANALYSIS OF VARIANCE OF THE LEVEL OF
ASPIRATION BY FUTURE-TIME ORIENTATION

Future- Time Orientation	N	Mean	Standard Deviation	F Ratio
Low	262	3.15	1.20	0.69 ^a
High	183	3.25	1.22	
Total	445	3.19	1.21	
df	<u>1</u> 443			

^aNot significant.

Stepwise Regression Analysis. This analysis confirmed the result of the analysis of variance that no significant relationship was present. Results of the stepwise analysis are presented in Table XXI.

TABLE XXI
SUMMARY OF THE STEPWISE REGRESSION ANALYSIS OF
FUTURE-TIME ORIENTATION AS A PREDICTOR OF
THE LEVEL OF ASPIRATION

Step Entered	F Value	Per cent of Accumulated Variance Accounted for	Total per cent of Accumulated Variance Accounted for
6	1.27 ^a	.20	31.27

^aNot significant.

Discussion. Future-Time Orientation did not appear in the analyses as a significant predictor of the level of educational aspiration.

CHAPTER VI

ASPIRATION LEVEL AND THE SOCIO-ECONOMIC COMPOSITION OF THE SCHOOL

Hypothesis 2.0 stated that there is a relationship between the level of aspiration and the socio-economic composition of the school attended.

I. THE TWO SCHOOL SAMPLE

The Two School sample, used in the examination of Hypothesis 2.0 was drawn from two schools in widely disparate areas of Edmonton. Geographically, Old School lies in a central part of the city. The Junior High School has been added to an older elementary building and the school plant houses grades one through nine. The socio-economic composition of Old School is given in Table XXII, page 52. The composition of the area is reflected in the relative percentages of the population in each socio-economic category. It is readily observed that there is no preponderance of any one social class in this school.

New School presents, in many ways, an opposite picture. Situated in a developing sub-division of large, new homes, this school, recent completed is a self-contained junior high school with most of the amenities considered consistent with the modern age of affluence. In contrast to Old School, it has spacious grounds, a harmonious and well-ordered architecture and includes open work areas and considerable flexible building space. The appearance of the area clearly indicates that New School houses children drawn largely from the upper half of the socio-economic spectrum. Table XXII, page 52, summarizes the population distribution.

TABLE XXII
THE DISTRIBUTION OF THE POPULATION IN THE TWO SCHOOL
SAMPLE BY SOCIO-ECONOMIC STATUS

Socio- economic Status	Per cent of school population	
	Old School	New School
Low	36 (76)	9 (12)
Middle	33 (70)	28 (34)
High	31 (68)	62 (75)

II. PREPARATION OF THE DATA

After the selection of two schools of apparently differing socio-economic composition it was necessary to show that a difference in the socio-economic composition of these schools did exist.

Old School had been selected to reflect a fairly heterogeneous socio-economic composition, tending toward a predominance of low and middle class students. Percentages in the three socio-economic categories, as summarized in Table XXIII, page 53, confirmed this assumption.

TABLE XXIII
DISTRIBUTION OF THE GRADE NINE POPULATION OF OLD
SCHOOL BY PERCENTAGE IN EACH SOCIO-ECONOMIC
CATEGORY

Low	Middle	High
35.5	32.7	31.8
(76)	(70)	(68)

New School, selected because of its location in an obviously affluent area, was assumed to have a high proportion of its grade nine population coming from homes of a high socio-economic background. Table XXIV bears out this observation.

TABLE XXIV
DISTRIBUTION OF THE GRADE NINE POPULATION OF NEW
SCHOOL BY PERCENTAGE IN EACH SOCIO-ECONOMIC
CATEGORY

Low	Middle	High
9.9	28.1	62.0
(12)	(34)	(75)

As shown in Tables XXIII and XXIV there were appreciable differences in the socio-economic composition of the two schools.

Whereas Old School was fairly evenly divided in the percentage of grade nine pupils in each of the socio-economic categories, a different distribution was presented in the population composition of New School. Old School contained 67.7 per cent of its population in the categories below High socio-economic status and New School contained 62.0 per cent of its population in the category of High socio-economic status.

Having determined that the schools did differ in socio-economic status, it was necessary to establish that there did exist a statistically significant difference in the levels of aspiration of the pupils of Old School and New School. Table XXV, page 55, summarizes the frequency and percentages of students in each aspiration level in the two schools. When a chi square test was applied to the data summarized in Table XXV a statistically significant population difference between the two schools in level of aspiration was discovered.

Treatment of the data established that there did exist a difference in socio-economic composition and level of aspiration between the two schools.

III. ANALYSIS OF THE DATA

The data of the Two School Sample were subjected to statistical treatment to determine if significant differences existed between the two schools at each level of socio-economic status. The .05 level of

TABLE XXV
DISTRIBUTION OF THE TWO SCHOOL SAMPLE IN PERCENTAGES
BY LEVEL OF ASPIRATION

Aspiration Level	Old School	New School
Level 1	4 (9)	0 (0)
Level 2	46 (98)	26 (32)
Level 3	17 (37)	21 (25)
Level 4	22 (47)	40 (48)
Level 5	11 (23)	13 (16)
Total	100 (214)	100 (121)

Chi square = 19.76 (significant at the .001 level of probability)

probability was accepted as indication of statistically significant relationships. Mean scores for the two schools were determined for each socio-economic category and the t test applied. The results of the t test are summarized in Table XXVI, page 56.

Examination of Table XXVI reveals that a significant difference existed between the two schools in the category of Low socio-economic status. This difference is significant at the .05 level.

TABLE XXVI

SUMMARY OF THE T TEST AS APPLIED TO THE MEANS OF LIKE SOCIO-ECONOMIC GROUPS IN THE TWO SCHOOLS

Socio-economic Status	Old School			New School			t = 2.07**
	N	Mean	S.D.	N	Mean	S.D.	
Low	76	2.42	0.88	12	3.00	0.95	
Middle	70	2.97	1.12	34	3.09	0.99	t = 0.58
High	68	3.31	1.26	75	3.60	1.00	t = 1.60

** Significant at the .05 level.

Although examination of the mean scores for the Middle and High categories reveals that New School had a higher mean level of aspiration in both these categories, no statistically significant difference was revealed by the t test.

To determine whether the difference in level of aspiration of the subjects in the Low socio-economic category in New School and those in Old School showed relationship to the socio-economic composition of the school an analysis of variance was conducted on the data for each of the two schools. Table XVII summarizes the analysis of variance conducted on the data for the grade nine population of Old School. The findings of the analysis confirmed Hypothesis 1.1, that socio-economic status was related to the level of aspiration.

TABLE XXVII
SUMMARY OF THE ANALYSIS OF VARIANCE OF THE LEVEL OF
ASPIRATION BY SOCIO-ECONOMIC STATUS IN OLD SCHOOL

Socio-economic Status	N	Mean	Standard Deviation	F Ratio
Low	76	2.42	0.88	12.23 [*]
Middle	70	2.97	1.12	
High	68	3.31	1.26	
Total	214	2.89	1.14	
df	$\frac{2}{212}$			

^{*} = significant at the .01 level of probability.

The Newman-Keuls test, summarized in Table XXVIII, indicates that a significant difference existed between the mean level of aspiration of pupils in the Low socio-economic category and those in the Middle and High categories.

TABLE XXVIII
SUMMARY OF THE NEWMAN-KEULS COMPARISON OF ORDERED MEANS
FOR THE LEVEL OF ASPIRATION BY SOCIO-ECONOMIC STATUS
FOR OLD SCHOOL

	High	Middle	Low
Low	*	*	
Middle	-		
High			

*Significant at the .01 level of probability.

Similarly, examination of Table XXIX, page 59, reveals that significant difference existed between the levels of aspiration of the socio-economic categories in New School. This finding was confirmed by the Scheffe multiple comparison means (Table XXX, page 59) which indicates significant difference between the middle and high groups.

In summary, the findings that there was a difference in the socio-economic composition of the two schools and that this difference was paralleled by a difference in the levels of aspiration indicated that socio-economic composition of the school might have some relationship

TABLE XXIX
SUMMARY OF THE ANALYSIS OF VARIANCE OF THE LEVEL
OF ASPIRATION BY SOCIO-ECONOMIC STATUS
IN NEW SCHOOL

Socio-economic Status	N	Mean	Standard Deviation	F Ratio
Low	12	3.00	0.95	4.16**
Middle	34	3.09	0.99	
High	75	3.60	1.00	
Total	121	3.40	1.03	
df	2			
	119			

**Significant at the .05 level of probability.

TABLE XXX
SUMMARY OF THE SCHEFFE MULTIPLE COMPARISON OF MEANS
FOR THE LEVEL OF ASPIRATION BY SOCIO-
ECONOMIC STATUS FOR NEW SCHOOL

	High	Middle	Low
Low	-	-	
Middle	**		
High			

**Significant at the .05 level of probability.

to the level of aspiration. Application of the t test indicated that a difference in mean level of aspiration did exist between the pupils in the Low socio-economic category in New School and Old School. The analysis of variance performed on the data for each school indicated that there was a statistically significant difference between the pupils of low socio-economic status and those of middle or high status in Old School. This difference was found to exist between the middle and high groups in New School. In consequence, the hypothesis that the socio-economic composition of the school had a relationship to the level of aspiration of the pupils attending that school was accepted.

Stepwise regression analysis was used on the data. The findings of this analysis, performed on the Two School Sample is summarized in Table XXXI, page 61. Although the per cent of variance accounted for was only 1.19, the F value was statistically significant at the .05 level of probability. Also, the socio-economic composition of the school attended entered the equation at the third step confirming the findings of the analysis of variance that socio-economic composition was a predictor of the level of aspirations.

Discussion. The effect of the socio-economic composition of the school attended seemed to be concentrated on those pupils who came from families of low socio-economic status. This finding is emphasized by the discovery that the significant division in level of aspiration came between those pupils in Old School who were of low

TABLE XXXI
SUMMARY OF THE STEPWISE REGRESSION ANALYSIS OF THE
TWO SCHOOL SAMPLE

Predictors of Level of Inspiration	Step Entered	F Value	Per cent Variance Accounted For
Perceived Success	1	121.67 [*]	26.76
Socio- economic Status	2	24.46 [*]	31.78
School Attended	3	5.86 ^{**}	32.97
Sex	4	4.80 ^{**}	33.93
Sociability Index	5	2.04	34.34
Future-Time Orientation	6	0.28	34.40
Family Encouragement	7	0.17	34.43

* = significant at the .01 level of probability.
** = significant at the .05 level of probability.

socio-economic status and those who were in the middle or high categories, while the division in New School was between those of low or middle socio-economic status and those in the high category.

CHAPTER VII

SUMMARY, CONCLUSIONS, RECOMMENDATIONS FOR FURTHER STUDY AND IMPLICATIONS

This chapter summarizes the study, makes some tentative conclusions drawn from the evidence presented, recommends further avenues of research, and suggests some implications for theory and for those concerned with the education of today's adolescents.

I. SUMMARY OF THE STUDY

Purpose

This study attempted to establish the relationship of certain environmental variables to the level of students' educational aspiration. Relationships examined under Hypothesis 1.0 were those of sex, commitment to two attitudes of the teenage subculture, the socio-economic status of the students' families, the students' perception of the success they had already attained as scholars and their perceptions of familial concern for this success to the level of aspiration. The relationship examined in Hypothesis 2.0 was that of the level of aspiration to the socio-economic composition of the school.

The variables were considered within the theoretical framework of Field Theory. The basic premise was that environmental stimuli would be interpreted uniquely by each individual through his own cognitions. A pupil who perceived himself as successful would tend to aspire more highly just as a pupil who perceived family concern or peer

group pressure for a high level of educational attainment would tend to equate self-enhancement with a high level of educational aspiration. The perceptions of the students, thus, were conceived as indicators of the phenomena affecting aspirations.

It was felt that all the variables were situational factors that lie within the areas that are controlled by the two major institutions that socialize youth: the family and the school system. Thus, from the fact that these environmental factors are changeable, the conclusions and implications of this study might, after further research and refinement, have some application both to the school and to family life.

Procedure

The hypotheses of the study were related to items on the High School Student Values Inventory which was administered to grade nine pupils in twenty-seven schools in the Edmonton Public School System.

The sample consisted of two parts. The first was a randomized sample of 445 pupils drawn from the total population of 3,221 students tested. The second part of the sample was composed of the total grade nine population of two schools of unlike socio-economic composition.

The statistical tests used were chi square, the t test, one-way analysis of variance, and stepwise regression analysis.

Results

The highest predictor for the level of aspiration was perceived success. A significant relation existed between socio-economic status and the level of educational aspirations. Similarly, sex difference showed considerable predictive power. Strangely enough, the predictor most strongly indicated by the related research, that of family encouragement, showed no statistically significant relationship to the level of educational aspiration while the measures of commitment to peer values seemed to have no predictive value regarding the criterion variable.

The socio-economic composition of the school was related to the level of aspiration. This relationship existed, specifically, in the aspiration level of those students from a low socio-economic background.

II. CONCLUSIONS

The basis for this study lay in the assumption that influences operating on the self-environment of the student would have a relationship to the level of educational aspiration. Generally, it was found that certain of the variables, did bear a relationship to the level of aspiration. Thus, both Hypothesis 1.0 and Hypothesis 2.0 were accepted.

Socio-economic status has long been recognized as a predictor not only for level of educational aspiration but also for

general success in life. There has been a normative expectation that most of the children of the elite of any society will usually be successful in any activity they choose to follow, and that they will enter those fields that offer challenge. The conclusions that may be deduced from the empirical evidence, thus, tend to support the theoretical basis.

The implication is that the self-concept is strengthened by a background of family success and affluence. The students from high and middle socio-economic status tended to perceive themselves as successful and to anticipate further success. Although the high status students had higher aspirations than lower status students, the mean aspiration level of these students was only 3.60 out of a possible 5.00. While 65.9 per cent of the boys and 60.6 per cent of the girls in the sample intended to attend university, 25.6 per cent of the boys intended to complete a professional degree whereas 10.2 per cent of the girls intended doing so. While parental encouragement was not statistically significant as a predictor of the level of aspirations, a difference was distinguishable between the positive encouragement given to boys and that given to girls (Table VI). The conclusion to be drawn from examination of the results of these two variables is that a potential resource for intellectual leadership is being prevented from full realization by the limited self-concept

imposed on girls by their sex. The implications of the findings and this conclusion are discussed in following sections.

The fact that perceived success emerged as having by far the greatest relationship to the level of aspiration supports the theoretical premise that an adequate self-concept will lead to an adequate response to new situations. In effect, those students, who perceived themselves as above average scholars, intended to continue an activity which brought self-enhancement and confidence. Perceived success seems to influence the extent to which the potentialities of students will be realized. This finding has serious implications for the educator.

Care should be taken in accepting a conclusion that family encouragement does not have a relationship to the level of aspirations from the evidence presented in this study. Family encouragement may have become so internalized that its effect is that of field rather than figure in the differential perceptions of the adolescent. The teenager may perceive encouragement but refuse to admit that he does perceive it, as part of a general reaction against parental control. Although no implications for educators or parents may be drawn from the examination of this variable, there do seem to be certain recommendations for future study inherent in the findings.

The dual measures that purported to measure the relationship of peer culture values to the level of aspiration did not emerge as significant predictors. Rejection of the hypothesis must imply a certain measure of caution. That sociability could be equated with hedonism, or that present-time orientation reflects a preoccupation with present gratification were assumptions that were regarded with some reservation in this study. However, the rejection of the hypothesis seems to bear out a finding that is implicit in Friesen's research into the values of the teenage subculture. It would seem that the adolescent is to a great extent capable of compartmentalizing his life into two normative patterns -- that of the derivative adolescent subsociety and that of the major or adult society, so that while his present attention and energies are committed to making friends, being popular, excelling in athletics, and rejecting the adult normative patterns, he is still capable of retaining the ultimate values that will shape his future. The evidence in the Friesen study appears in the fact that present-time values are regarded as important for a satisfying school experience while the values of education and a developed personality are considered important for success in life (Friesen, 1968). The results of this research, however, do lead to some recommendations for future study of peer influence and peer effect on the level of aspiration.

One of the major conclusions of this study concerns the effect of the socio-economic composition of the school upon the aspirations

of the pupils attending it. It is obvious, from a study of the tables, that the aspirations of pupils in New School are higher than those in like socio-economic classes in Old School. However, the statistically significant effect of the school attended is upon the student of low socio-economic status. Students in the low socio-economic category in Old School did not aspire to much more than High School graduation or attendance at a Technical Institute whereas those in the low socio-economic category in New School wanted at least to have had some University training. Peer influence may explain part of this effect; perhaps, the milieu of new buildings and spacious surroundings are responsible; or the higher expectations of teachers. Whatever the root causes, recommendations for further research and implications for our educational system can be made on the basis of this study.

III. RECOMMENDATIONS FOR FURTHER RESEARCH

The limited scope of this study, and some weaknesses inherent in it, have led to the following recommendations for future research of predictors of aspiration.

(1) It became obvious during the review of related literature and during the attempt to design a scale to measure the influence of the peer group upon educational aspirations that responses to questions do not necessarily reflect either the commitment of an adolescent to his peer or reference group or his degree of involvement in the

activities of that group. That this variable is well worth examining is obvious from the related literature and theory. A longitudinal study by means of questionnaire combined with direct observation, documentary evidence provided through access to school files, and parent interview would give a strong basis for the examination of how the group affects the self-concept and, thus, the values and aspirations of adolescents. A type of study similar to that conducted by Coleman but based on theory rather than the strictly heuristic approach is indicated.

(2) Further research focused on perceived success is indicated from examination of the findings of this study. That this variable is so strongly related to the level of educational aspiration makes it imperative that the total effect of the environmental factors controlled by the school be studied in more depth.

(3) Family encouragement, as perceived by the individual, and as perceived by the parents, needs further study to determine the extent to which familial expectations have become internalized by the adolescent.

(4) Sex and the result of internalizing the differential expectations of society for the aspirations of boys and girls should be studied.

(5) Finally, a recommendation is made that the relationship of the socio-economic composition of the school to the level of aspiration be extended to include such factors as the influence of intelligence,

of teachers, of school standards and other variables. The study could well be extended to all grade levels in two schools or one grade level in a number of schools.

IV. IMPLICATIONS FOR THEORY

The theoretical basis of this study assumed that the environmental variables affecting students' levels of aspiration would be part of the Phenomenal Field. Thus, it would seem that the variable termed Family Encouragement may not be a significant part of the Phenomenal Field of grade nine students.

The theory suggests that a satisfactory self-concept is necessary for adequate behaviour and satisfying aspirations. The significance of Perceived Success as a predictor of the level of aspiration would seem to strengthen the validity of this part of the theory.

The most striking implication for theory, however, seems to lie in the finding that lower class pupils aspired more highly when they attended a school of predominantly middle and upper class composition. It would seem that the limits of the phenomenal environment of lower class pupils were extended when they attended New School because of a necessary association with other classes.

V. IMPLICATIONS FOR EDUCATORS AND PARENTS

It has become evident, in this study, that the implications for practice apply equally to parents as to educators. Therefore, the following discussion will be addressed to the two groups who represent society's main agencies for socializing the young.

Throughout the study, there have appeared indications that girls have lower aspirations than do boys. It has been mentioned that a waste of potential intellectual leadership occurs when a segment of the population is, if not discouraged, at least not fully encouraged to aspire as highly as possible. Parents and educators must take cognizance of the fact that most girls need no longer be destined for full-time employment in the domestic pursuits associated with raising a family but have the opportunity to fulfill themselves intellectually. Similarly, it would seem debatable whether the earning of a living or the intelligent rearing of children should demand a more complete education. The manner in which a needed change in fundamental attitudes must be accomplished cannot be dealt with fully here.

The implications inherent in the finding that perceived success bears a strong relationship to the level of aspiration may not be dealt with lightly. It would seem that under the present competitive marking system there will always be winners and losers. Basically, the question is whether or not the stimulus of competition is worth the

price of the many disillusioned youngsters whose self-concept is damaged by the application of judgmental evaluative techniques. If educators decide, as Snygg and Combs have done, that the price in human fulfillment is too costly, then the implication for educators is clearly the consideration of plans of continuous individual progress assessed by non-judgmental evaluative techniques. The use of the anecdotal record in conjunction with the non-graded school could eliminate some of the undesirable effects of competition, although it is doubtful that any system will completely obviate comparisons of progress between students.

This study, in discovering that the socio-economic composition of the school has a relationship to the level of aspiration of lower class students, validates the findings of Kraus, and Sherif and Sherif. One implication to be drawn from this finding by educators is that of the effects of homogeneous grouping within the classroom. The ideal classroom composition would appear to be one in which there is a minority of socio-economically disadvantaged children. Similarly, it would appear that in the location of large composite schools, the socio-economic composition of the clientele should be one of the factors considered.

An encouraging implication for all concerned with youth is the fact that an environmental variable such as the school has been found to have a significant relationship to the level of aspiration. For educators, it is one more indication of the vital role schools play in the lives of adolescents.

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A P P E N D I X

HIGH SCHOOL STUDENT VALUES INVENTORY

Revised Edition
The University of Alberta

READ CAREFULLY

1. Do not start answering before you are told to do so.
2. Answer EVERY question to the best of your ability. Please do not make any marks on this questionnaire.
3. Answer each question by placing the correct mark (using an HB pencil) in the proper space on the answer sheet.
4. If in doubt about procedure, ask the teacher for assistance.
5. Please answer sincerely and accurately. We want **your** opinion.
6. Do not write your name on any paper.
7. Mark only one item for each question.
8. Now turn to number 1, **WORK QUICKLY**, and answer every question as well as you can.

Begin

1. State your sex.
 - A. boy
 - B. girl
2. In which school grade are you?
 - A. nine
 - B. ten
 - C. eleven
 - D. twelve
 - E. thirteen
3. How old are you?
 - A. 14 or younger
 - B. 15
 - C. 16
 - D. 17
 - E. 18 or over
4. What is the highest level of your father's education?
 - A. elementary
 - B. junior high
 - C. high school
 - D. some university
 - E. university degree
5. What is the highest level of your mother's education?
 - A. elementary
 - B. junior high
 - C. high school
 - D. some university
 - E. university degree
6. Your last year's average on the final examination was about
 - A. 0-39
 - B. 40-49
 - C. 50-64
 - D. 65-79
 - E. 80-100
7. In how many extra-curricular activities do you participate in school at the present time?
 - A. none
 - B. one
 - C. two
 - D. three
 - E. four or more
8. In how many organized activities do you participate outside of school? (e.g. music lessons, swimming instruction, hockey, etc.)
 - A. none
 - B. one
 - C. two
 - D. three
 - E. four or more
9. Have you been elected to any school position this year or last year?
 - A. yes
 - B. no
10. Make an estimate of your family's annual income level.
 - A. below \$2,000
 - B. \$2,000-\$3,999
 - C. \$4,000-\$6,999
 - D. \$7,000-\$9,999
 - E. \$10,000 or over
11. What type of an elected position do you hold in school?
 - A. no position
 - B. president or vice-president
 - C. secretary or treasurer
 - D. sports or other committee representative
 - E. Any other position e.g. editor, room rep.
12. How many brothers and sisters do you have?
 - A. none
 - B. one
 - C. two
 - D. three
 - E. four or more

13. Which item below fits your parents most accurately?
 - A. they understand problems of teen-agers and assist them
 - B. they are not interested in teen-agers
 - C. they seem willing to help but don't understand problems of teen-agers
14. Are you planning to go to a technical institute?
 - A. yes
 - B. undecided
 - C. no
15. Do you have a car of your own?
 - A. yes
 - B. no
16. Did you go out for football last fall either as a player or spectator?
 - A. yes
 - B. no
17. Do you date?
 - A. no
 - B. yes, about once a month
 - C. yes, about once a week
 - D. yes, about twice a week
 - E. yes, more than twice a week
18. Have you joined a church or do you intend to join a church?
 - A. yes
 - B. no
19. Do you go steady?
 - A. yes
 - B. no
20. Which one of these items is most important in making a boy popular with the girls in your school?
 - A. having a nice car
 - B. high grade, honor roll
 - C. being an athletic star
 - D. being in the leading crowd
21. Do you earn any money by working outside the home? (not counting summer work)
 - A. yes
 - B. no
22. Do you smoke?
 - A. yes, regularly
 - B. yes, occasionally
 - C. no
23. Would you say that you are a part of the leading crowd in your school?
 - A. yes
 - B. no
24. What is the highest level of education you expect to have actually attained ten years from now?
 - A. Not finished high school
 - B. High School graduate or Technical Institute graduate
 - C. Some University, e.g., Teaching Certificate, Reg. Nurse, etc.
 - D. University degree, e.g., B.A., B.Ed., B.Sc., R.N.
 - E. Professional Degree, e.g., Doctor, Lawyer, Ph.D.
25. Which one of these things would be hardest for you to take?
 - A. parents' disapproval
 - B. teachers' disapproval
 - C. breaking with friend
26. If your friends asked you to join in a secret escapade for a week-end, would you join them if your parents were not in favor?
 - A. yes
 - B. no
27. How many subjects have you failed since starting grade nine?
 - A. none
 - B. one
 - C. two
 - D. three
 - E. four or more
28. Who influenced you most in your life?
 - A. parents
 - B. teachers
 - C. clergy, minister, pastor, rabbi
 - D. friends
29. Which one of the following are you really worried about most?
 - A. health
 - B. academic success
 - C. acceptance by friends
 - D. others
30. Roughly, what proportion of home basketball games did you attend this year?
 - A. none
 - B. less than half
 - C. more than half
31. Have you chosen your profession?
 - A. yes
 - B. no
32. Why do you go to church?
 - A. for social reasons
 - B. for religious or spiritual reasons
 - C. don't attend
33. Would you hand in an essay or assignment that your friend had done as your own?
 - A. yes
 - B. no
34. If you could be remembered here at school for one of the things below, which one would you want it to be?
 - A. outstanding student
 - B. athletic star
 - C. most popular
35. Do your parents attend church?
 - A. yes, regularly
 - B. yes, occasionally
 - C. no
36. Do you drink beer?
 - A. yes, frequently
 - B. yes, occasionally
 - C. no

37. What yearly income do you expect to actually make ten years from now?
- below \$3,000
 - \$3,000 to \$5,999
 - \$6,000 to \$8,999
 - \$9,000 to \$12,000
 - more than \$12,000
38. Among the things you strive for during your high school days, which of the following is most important to you?
- pleasing your parents
 - learning as much as possible in school
 - living up to your religious ideals
 - being accepted and liked by other students
 - pleasing the teacher
39. Which one of the following would be most important to you in a job?
- the security of a steady job
 - the opportunity for rapid promotion
 - the enjoyment of the work itself
 - a high income
40. How many evenings a week do you spend with the gang?
- none
 - one
 - two or more
41. Does your mother have a job outside the home?
- yes
 - no
42. In your adult life whom would you want to resemble most?
- one of your parents
 - your favorite teacher
 - no one but yourself
 - a relative
 - a friend
43. If you had your choice would you leave school before graduation?
- yes
 - no
44. Is athletics very important for you in school?
- yes
 - no
45. How much time, on the average, do you spend doing homework outside school on a weekday?
- none or almost none
 - less than one hour
 - one to two hours
 - between two and three hours
 - three or more hours
46. Have you attended Sunday School or Church School?
- yes, regularly
 - yes, occasionally
 - no
47. Check any of the following drinks that are served in your home. Check only one.
- beer
 - table wine or other alcoholic beverages
 - all of the above
 - none of the above
48. Which one of the following do you think is the most important characteristic necessary for success in life?
- money
 - athletics
 - personality
 - academic achievement
 - friendliness
49. What kind of music do you enjoy most?
- modern—like "beatle"
 - classical
 - country and western
50. Which item below fits most of the teachers at your school?
- they understand problems of teen-agers and assist them
 - they are not interested in teen-agers
 - they seem willing to help but don't understand problems of teen-agers
51. How often do you go to the movies?
- never, or almost never
 - about once a month
 - about once a week
 - twice a week or more
52. Suppose your family had planned an extensive trip for a vacation in the summer. If you go along with them, it means that you cannot go camping with your friends, as you had planned. What would you do?
- go with your parents
 - go camping with friends
53. About how much time, on the average, do you spend watching TV on a weekday?
- none or almost none
 - less than one hour a day
 - one to two hours
 - between two and three hours
 - three or more hours a day
54. What is the major characteristic necessary to be a member of the leading crowd at your school?
- good looks
 - friendliness
 - academic excellence
 - money
 - athletic ability
55. Which one of the following is your favorite type of TV program?
- western
 - quiz shows or contests
 - interviews or news
 - sports
 - comedy
56. Do you say prayers before you go to bed at night?
- yes, usually
 - yes, sometimes
 - no
57. Would you say that you have a relatively happy life at home?
- yes
 - no

58. If you could have only one of the following, which one would you choose?
 A. wealth
 B. education
 C. fame
 D. faith
59. Would you say that your school experiences are fairly satisfactory?
 A. yes
 B. no
60. What would you most like to get out of high school?
 A. broad education
 B. training for a vocation
 C. preparation for citizenship
 D. knowing how to get along with people
 E. friends
61. Which one of the following do you regard as most important for your future?
 A. academic achievement
 B. popularity
 C. sports, cheerleading
62. Are you planning to go to junior college, teachers college, nurses training, or university after high school?
 A. yes
 B. undecided
 C. no
63. What does the phrase "outstanding student" mean to you?
 A. in the leading crowd
 B. a very good athlete
 C. academically superior
 D. popular
 E. elected to some school position
64. If you found a five dollar bill in your school without anyone seeing it, what would you do?
 A. report the find
 B. keep the money
65. Which of the following subjects do you like best in school?
 A. mathematics, sciences
 B. English
 C. social studies
 D. physical education
 E. vocational courses
66. Which one of the following is most satisfying for your school life?
 A. popularity
 B. athletics
 C. academic achievement
67. Does your father or mother participate in any type of sport?
 A. yes
 B. no
68. Are your parents concerned with your doing well in academic work in school?
 A. yes, very much
 B. yes, to some extent
 C. not much
69. Do you believe your interest in athletics is
 A. very important for life
 B. somewhat important for life
 C. a passing phase?
70. Do your parents watch television
 A. more than you
 B. as much as you
 C. less than you?
71. The major problems in your school relate to
 A. lack of a chance to participate in sports
 B. lack of school spirit
 C. lack of necessary facilities
 D. cliques
 E. none of these
72. What course are you taking now?
 A. university entrance
 B. general
 C. commercial
 D. vocational
73. Does your family own a car? A. Yes B. No
74. Does your family have a garage or carport? A. Yes B. No
75. Did your father go to high school? A. Yes B. No
77. Did your father go to university? A. Yes B. No
78. Did your mother go to university? A. Yes B. No
79. Is there a writing desk in your home? A. Yes B. No
80. Does your family have a hi-fi record player? A. Yes B. No
81. Does your family own a piano? A. Yes B. No
82. Does your family get a daily newspaper? A. Yes B. No
83. Do you have your own room at home? A. Yes B. No
84. Does your family own its own home? A. Yes B. No
85. Is there an encyclopedia in your home? A. Yes B. No
86. Does your family have more than 100 hard covered books? (e.g. 4 shelves 3 feet long) A. Yes B. No
87. Did your parents borrow any books from the library last year? A. Yes B. No
88. Does your family leave town each year for a holiday? A. Yes B. No
89. Do you belong to any club where you have to pay fees? A. Yes B. No
90. Does your mother belong to any clubs or organizations such as study, church, art, or social clubs? A. Yes B. No
91. Does your family own a color TV set? A. Yes B. No
92. Have you ever had lessons in music, dancing, art, swimming, etc., outside of school? A. Yes B. No

DIRECTIONS

The following questions consider the relative value of certain characteristics as they relate to the occupations represented by the following:

Social Worker, Teacher, Doctor, Nurse, Lawyer.

Carefully answer each question below GIVING YOUR OWN OPINION. Your answer should be selected from one of the five occupations given.

If your answer is SOCIAL WORKERmark A

If your answer is TEACHERmark B

If your answer is DOCTORmark C

If your answer is NURSEmark D

If your answer is LAWYERmark E

93. Which of these occupations CONTRIBUTES THE MOST to the community?

94. Which CONTRIBUTES THE LEAST?

95. Which of these occupations has the MOST PRESTIGE?

96. Which has the LEAST PRESTIGE?

97. Which of these occupations has THE GREATEST SHORTAGE OF QUALIFIED PERSONNEL?

98. Which has the LEAST SHORTAGE OF QUALIFIED PERSONNEL?

99. Which of these occupations REQUIRES THE MOST TRAINING?

100. Which REQUIRES THE LEAST TRAINING?

REMINDER: WE WANT YOUR OPINION. CHOOSE YOUR ANSWER CAREFULLY FROM THE FIVE OCCUPATIONS LISTED ABOVE.

101. Which of these occupations SHOULD require the most training?

102. Which SHOULD require the least training?

103. Which of these occupations has the highest percentage of COMPETENT PERSONNEL?

104. Which has the lowest percentage of COMPETENT PERSONNEL?

105. Which of these occupations gives the MOST SERVICE PER DOLLAR?

106. Which gives the LEAST SERVICE PER DOLLAR?

107. Which of these occupations is MOST ACTIVE in church work, service clubs, youth work, etc.?

108. Which is LEAST ACTIVE in church work, service clubs, youth work, etc.?

109. Which of these occupations is MOST ACTIVELY involved in POLITICAL ACTIVITIES?

110. Which is LEAST ACTIVELY involved in POLITICAL ACTIVITIES?

111. Which of these occupations contributes MOST to the total good of everyone?

112. Which contributes LEAST to the total good of everyone?

113. Which of these occupations has the HIGHEST AVERAGE INCOME?

114. Which has the LOWEST AVERAGE INCOME?

115. Which of these occupations SHOULD HAVE THE HIGHEST AVERAGE INCOME?

116. Which SHOULD HAVE THE LOWEST AVERAGE INCOME?

117. Which of these would you choose FIRST to associate with socially?

118. Which would you choose LAST to associate with socially?

119. Which of these occupations would you consider MOST PROFESSIONAL?
120. Which would you consider LEAST PROFESSIONAL?
121. If nothing stood in the way, and you had to choose from these five occupations for yourself, which one would you choose first?
122. Under similar conditions which one would you choose last?

We wish to check whether you are marking your responses beside the right numbers on your answer sheet.
To assist us please mark as follows:

123. Mark A
124. Mark B
125. Mark C
126. Mark D
127. Mark E
128. How many good friends of your own sex have you in school?
- A. none
 - B. one
 - C. two
 - D. three
 - E. four or more
129. How many good friends of the opposite sex have you in school?
- A. none
 - B. one
 - C. two
 - D. three
 - E. four or more
130. Do you own a motorcycle or scooter?
- A. yes
 - B. no

- Directions:** 1. Read each item below carefully beginning with "I ought to."
2. Think about how well the statement agrees with your own feeling.
3. Then Mark A if you agree very strongly
Mark B if you agree strongly
Mark C if you agree moderately
Mark D if you agree somewhat
Mark E if you do not agree much with the statement.

I ought to

131. consider carefully the feelings of others
132. feel that work comes before pleasure
133. make as many friends as possible
134. plan carefully for future opportunities
135. be careful not to offend others
136. save money carefully
137. be very sociable
138. plan and save for the future
139. spend less and save more
140. choose a job where I can work with many interesting people

PART 2

Directions:

Indicate your opinion, your immediate "feeling" about each statement below by placing a mark in the proper place on the answer sheet. Use the following code:

- | | |
|------------------|---------------------|
| A—Agree strongly | D—Disagree slightly |
| B—Agree somewhat | E—Disagree somewhat |
| C—Agree slightly | F—Disagree strongly |

1. Voting is the only way that students like me can have any say about how the students' council runs things.
2. Sometimes students' council activities and business seem so complicated that a student like me can't really understand what's going on.
3. Students like me don't have any say about what the students' council does.
4. I don't think student council members care much what the students like me think.
5. So many other students vote in the students' council elections that it doesn't matter much to me whether I vote or not.
6. It isn't so important to vote when you know your candidate doesn't have any chance to win in the students' council election.
7. A good many students' council elections aren't important enough to bother with.
8. If a person doesn't care how an election comes out he shouldn't vote in it.

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